

**Texas Education Agency
Standard Application System (SAS)**

**2018–2020 Pathways in Technology Early College High School (P-TECH) and
Industry Cluster Innovative Academies (ICIA) Success**

Program authority:	GAA, Article III, Rider 67, 85 th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	February 23, 2018, to June 15, 2020	
Application deadline:	5:00 p.m. Central Time, January 9, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Heidi Flynn: PTECH@tea.texas.gov; (512) 463-9242	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Austin Independent School District	227901	Crockett High School	
Vendor ID #	ESC Region #		
	13		
Mailing address		City	State ZIP Code
1111 West 6 th Street		Austin	TX 78703-
Primary Contact			
First name	M.I.	Last name	Title
Mary		Thomas	Director, State and Federal Accountability
Telephone #	Email address		FAX #
512-414-3280	Mary.thomas@austinisd.org		512-414-1791
Secondary Contact			
First name	M.I.	Last name	Title
Craig		Shapiro	Associate Superintendent, High Schools
Telephone #	Email address		FAX #
512-414-4471	Craig.shapiro@austinisd.org		512-414-1782

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Mary	M.I. Thomas	Title Director, State and Federal Accountability
Telephone # 512-414-3280	Email address Mary.thomas@austinisd.org	FAX #
Signature (blue ink preferred)		Date signed

Mary Thomas January 8, 2018

Only the legally responsible party may sign this application.

701-18-101-013

Schedule #1—General Information

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) – State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) – Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) – State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) – Federal Funds		<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	Crosswalk Template	The Crosswalk Template outlines current program/course of study for students.
2	Work Based Education Matrix Template	The Work Based Education Matrix Template details the appropriate work based education experiences for students at each grade level.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3a: Revised Budget For State Funds

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Part 3b: Revised Budget For Federal Funds

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID:

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate which grant you are applying for:

☐ P-TECH ☐ ICIA ☒ Both

The Austin Independent School District (AISD) Crockett Early College High School (Crockett), in partnership with Austin Community College (ACC) and a consortium of industry partners in the Governor's Industry Cluster area of Architecture and Construction will strengthen and refine current practices that will advance the existing P-TECH/ICIA to distinguished levels of performance. The Construction Trades Academy at Crockett began five years ago, as a result of then Principal and now-Associate Superintendent of High Schools, Craig Shapiro, consulting with key leaders to model the Academy after the flagship P-TECH in New York City. Evolving over time and engaging with additional partners in the Austin area, an active advisory board consisting of members from AISD, ACC and industry employers, trade associations and training centers has shaped the curriculum and work-based learning experiences. Academy students have the unique opportunity to enroll in courses with ACC instructors on Crockett's campus in the state-of-the-art, 9,200 square-foot building, which houses carpentry/woodworking, electrical, mechanical (HVAC), plumbing and welding equipment and 21st century classrooms. With support from the 2018-2020 P-TECH/ICIA Success Grant, AISD will further develop work-based education partnerships and opportunities for students, strengthen student recruiting systems, review scope and sequence to better align with industry and ACC coursework, build the program's capacity to offer courses and align current practices to the P-TECH and ICIA Blueprint.

Budget Development & Sustainability: District-level traction around the P-TECH model has built over the last several years in AISD. To address the gap between the district's graduation rate (89%) and the direct-to-college enrollment rate (61%), the plan to initiate P-TECH/ICIA Academies was presented to the AISD Board of Trustees in the fall of 2016 and placed into effect in school year 2017-18. With support from two Texas Education Agency grants (2016-2018 Industry Cluster Name Innovative Academy – the Next Generation of Early College High Schools), AISD has opened two P-TECH/ICIA academies, including a Health Science Academy at LBJ Early College High School and a Computer and Information Technology Academy at Reagan Early College High School. Leveraging these existing structures and high-level commitment to a college- and career-focused model for our most at-risk students, plus expanded partnerships with long-standing partners in higher education and industry, grant funds will be well-supported and positioned for success.

Grant funds will be used to provide additional needed equipment for the program, including a forklift and supplies for students to build a protective structure for the heavy machinery. Funds will also be used to support the salary of a part-time coordinator who will be charged with collaborating with industry partners and leading student recruitment efforts. Funds will enable teachers to get additional training and certification (including forklift operator training and NCCER master training), to certify Crockett as an NCCER testing site, and for students to engage in online learning leading to additional certifications. Grant funds will support curriculum writing over two years as well as contracted services with experts in the field to come in and co-teach courses with AISD instructors. Finally, funds will support field trips for students to visit industry partner workplaces.

Demographics & Needs Assessment: AISD is the sixth largest school district in the state of Texas, serving a diverse population of nearly 82,000 students in pre-K through grade 12 across 130 campuses. The majority of AISD students are Hispanic (57%) and/or low-income (53%). More and more students across the district are participating in early college high school programs; in fact, over half of AISD's 11th and 12th grade students (58%) are enrolled in advanced/dual credit courses in the 2017-18 school year. Yet we know we still have work to do in achieving the goal of college, career, and life readiness for all of our students. For example, we see great disparities in advanced course enrollment with 73% of white, 33% of African American and 51% of Hispanic students taking advanced/dual credit courses. The Superintendent recently presented this information to his Cabinet members, and issued a call to action to design strategies such as the Construction Trades Academy to close these gaps.

Crockett serves a high-need student population that is predominantly low-income (62%), Hispanic (74%) and at-risk for dropping out (63%). In its annual Campus Improvement Plan (CIP), the Campus Advisory Council (committees of parents, students, businesses and community representatives, teachers, principals, and other campus staff) has identified focus areas of career and technical education (CTE) and direct-to-college enrollment, and will address student needs through this Academy, aiming to increase the number of industry licensures/certifications completed, percentage of graduates meeting SAT/ACT/TSI criteria and the percentage of students enrolling directly in college after graduation.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Management Plan: This grant will leverage existing management structures at both the district and campus level as well as representatives from ACC and key industry leaders, including representatives from large-scale construction companies like Ryan Companies U.S., Inc. and Marek Brothers, trade associations including the National Association of Women in Construction and UA Local 286 Plumbers and Pipefitters, and training centers like the Texas Carpenters and Millwrights Training Trust Fund. These and other representatives will comprise of the Leadership Team that will continue to meet quarterly to address issues of curriculum, school design and sustainability. They will leverage existing supports including the following: AISD's Strategic Plan Scorecard indicators that align with Academy and district goals, the AISD High School Office's P-TECH staff person and pilot ICIA Academies at LBJ and Reagan ECHS, and AISD Office of Innovation and Development (OID) accomplishments in establishing partnerships with business and nonprofit partners. Strong partnership support with key stakeholders including construction trades partners, ACC, Workforce Solutions and the City of Austin together with regularly publicized data will position the Academy to be expanded and sustained.

Evaluation Plan: To comply with reporting and evaluation requirements established by TEA and to provide staff with information necessary to support effective program implementation decisions, AISD staff, will engage in ongoing monitoring towards continuous improvement. The AISD Department of Research and Evaluation (DRE) reviews all grant requirements, proposed activities, and data being requested. Throughout the duration of the grant program, evaluators will work closely with Academy staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise. Initially, DRE will provide Academy staff with baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes. Academy staff will also collect TSI data to both assess student readiness for college-level coursework and tailor interventions.

Statutory Requirements: (1) The Construction Trades Academy at Crockett will continue to be open enrollment and will expand to serve grades 9-12, adding a grade level per year. (2) Students will continue to enroll in courses of study that enable him/her to combine high school and postsecondary courses at ACC while enrolled at Crockett (9-12). (3) Academy graduates will have the opportunity to receive a high school diploma, OSHA-10 and OSHA-30 certificates, NCCER Core and NCCER Construction Technologist certifications, and an ACC Carpentry Specialization Certificate or an Associate of Applied Science in Construction Management on or before the sixth anniversary of the date of the student's first day of high school. Students will also participate in work-based learning activities and experiences that increase awareness (e.g. workplace visits), exploration (e.g. job shadowing) and preparation (e.g. internships) in the Architecture and Construction field. (4) Students will have flexibility in class scheduling, taking ACC courses on the Crockett campus before, during or after the school day, and ongoing academic mentoring through participation in AVID courses. (5) Students will incur no costs for their participation, and costs will be shared by AISD and ACC according to the ECHS agreement (attached). (6) AISD has entered into several agreements with ACC, including a recently-revised ECHS agreement that conforms to the blueprint provided by TEA for exemplary MOUs, and an MOU and articulation agreement that specifically govern the Construction Trades Academy. (7) AISD has entered an MOU with a consortium of industry partners to provide 100% of participating students access to appropriate work-based training and education, and that those students have first priority in interviewing for jobs they are qualified for and are available upon their completion of the program. (8) AISD collaborated with our local workforce development board to identify the current and projected need for jobs in the Architecture and Construction industry area. (9) Academy students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent on high school courses while completing the course of study at ACC and with industry partners.

Program Requirements: (1) AISD commits to follow the process of engaging in an initial self-assessment as compared with Blueprint benchmarks, creating a program needs assessment, creating an action plan, implementing the action plan in SY 2018-19, and repeating the process in June 2019 for the subsequent year. (2) A leadership team that consists of current advisory board members along with additional stakeholders (e.g. Workforce Solutions) will meet regularly to review agreements, monitor progress and ensure curricular alignment with current workforce demands. (3) Academy students will benefit from the wrap-around services in place at Crockett, including the state's first school-based mental health center to ensure success in rigorous academic and work-based educational experiences. (4) AISD meets each of the requirements outlined in the grant specific requirements of this RFA. (5) All AISD high schools, including Crockett are designated as TSI assessment sites, allowing students to begin college courses based on their TSI performance as well as frequent testing to identify student weaknesses and create tailored interventions.

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Schedule #6—Program Budget Summary									
County-district number or vendor ID:					Amendment # (for amendments only):				
Program authority: GAA, Article III, Rider 67, 85 th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)									
Grant period: February 23, 2018, to June 15, 2020					Fund code: 429 (State), 289 (Federal)				
Budget Summary									
Schedule #	Title	Class/ Object Code	State Funds (36%)			Federal Funds (64%)			Match
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #7	Payroll Costs (6100)	6100	\$7,000	\$0	\$7,000	\$90,000	\$0	\$90,000	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$8,984	\$0	\$8,984	\$21,106	\$0	\$21,106	\$
Schedule #9	Supplies and Materials (6300)	6300	\$41,000	\$0	\$41,000	\$15,000	\$0	\$15,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$36,400	\$0	\$36,400	\$0	\$0	\$0	\$
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$40,000	\$0	\$40,000	\$
Total direct costs:			\$93,384	\$0	\$93,384	\$166,106	\$0	\$166,106	\$
Percentage% indirect costs (see note):			N/A	\$0	\$0	N/A	\$0	\$0	\$
Grand total of budgeted costs (add all entries in each column):			\$93,384	\$0	\$93,384	\$166,106	\$0	\$166,106	\$
Administrative Cost Calculation									
					State Funds		Federal Funds		
Enter the total grant amount requested:					\$93,384		\$166,106		
Percentage limit on administrative costs established for the program (10%):					× .10		× .10		
Multiply and round down to the nearest whole dollar. Enter the result.					\$9,338		\$16,610		
This is the maximum amount allowable for administrative costs, including indirect costs:									

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely to budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7— Payroll Costs (6100) – State Funds						
County-district number or vendor ID:			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (State Funds)	Match
Academic/Instructional						
1	Teacher				\$	\$
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Other Employee Positions						
15	Title				\$	\$
16	Title				\$	\$
17	Title				\$	\$
18	Subtotal employee costs:				\$	\$
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay			\$	\$
20	6119	Professional staff extra-duty pay			\$7,000	\$
21	6121	Support staff extra-duty pay			\$	\$
22	6140	Employee benefits			\$	\$
23	61XX	Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs				\$7,000	\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$7,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #7—Payroll Costs (6100) – Federal Funds					
County-district number or vendor ID:			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (Federal Funds)	Match
Program Management and Administration					
1	Project director			\$	\$
2	Project coordinator		1	\$90,000	\$
3	Support Staff directly working on the program			\$	\$
Other Employee Positions					
4	Title			\$	\$
5	Title			\$	\$
6	Title			\$	\$
7	Grand total:			\$90,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200) – State Funds			
County-district number or vendor ID:		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted (State Funds)	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$8,984	\$
(Sum of lines a, b, and c) Grand total		\$8,984	\$
Schedule #8—Professional and Contracted Services (6200) – Federal Funds			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted (Federal Funds)	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$21,106	\$
(Sum of lines a, b, and c) Grand total		\$21,106	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300) – State Funds			
County-District Number or Vendor ID:		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted (State Funds)	Match
6300	Total supplies and materials that do not require specific approval:	\$41,000	\$
Grand total:		\$41,000	\$

Schedule #9—Supplies and Materials (6300) –Federal Funds			
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted (Federal Funds)	Match
63XX	Technology not capitalized	\$	\$
	Specify purpose:		
Subtotal supplies and materials requiring specific approval:		\$	\$
6300	Total non-consumable supplies and materials that do not require specific approval:	\$15,000	\$
Grand total:		\$15,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400) – State Funds			
County-District Number or Vendor ID:		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted (State Funds)	Match
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$3,000	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$33,400	\$
Grand total:		\$36,400	\$

Schedule #10—Other Operating Costs (6400) – Federal Funds			
Expense Item Description		Grant Amount Budgeted (Federal Funds)	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$0	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600) – State Funds					
County-District Number or Vendor ID:			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$0	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600) – Federal Funds					
County-District Number or Vendor ID:			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Forklift	1	\$25,000	\$25,000	\$
20	Forklift storage and supplies	1	\$15,000	\$15,000	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
Grand total:				\$40,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #15—Project Evaluation

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Action plan based on blueprint initial self-assessment and needs assessment	1.	Conduct initial self-assessment and needs assessment in partnership with TEA Technical Assistance Provider
		2.	Develop action plan aligned with blueprint components, i.e. school design, recruitment and retention, partnership agreements, appropriate work-based education
2.	Maintain ongoing Leadership Team Meetings	1.	Leadership team members, meeting dates, agendas and meeting minutes posted on Crockett HS website
		2.	Meeting minutes reflect how school is reviewing qualitative and quantitative data to continuously improve
3.	Institutionalize marketing and recruitment efforts.	1.	Recruitment plan will include marketing materials and timelines (in English and Spanish)
		2.	Solicit input from parents, community, business and postsecondary partners
		3.	Regular updates provided to key stakeholders (students, parents, school board)
4.	Finalize plan of wrap-around strategies and services for student success	1.	Plan includes academic mentoring and support for intervention and acceleration; counseling and guidance for academic and social and emotional (SEL) supports; SEL supports such as parent outreach, connections to social services when needed and peer mentoring.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To comply with reporting and evaluation requirements established by TEA and to provide staff with information necessary to support effective program implementation decisions, AISD staff will engage in ongoing monitoring towards continuous improvement. The AISD Department of Research and Evaluation (DRE) reviews all grant requirements, proposed activities, and data being requested. Throughout the duration of the grant program, evaluators will work closely with Academy staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise. Initially, DRE will provide Academy staff with baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes.

At the campus-level, a team led by the ECHS Counselor, collect data and prioritize needs through just-in-time data dashboards on student-level data including attendance, grades, college readiness and other risk factors. On a weekly basis, the instructors and ECHS Counselor respond to individual student needs as they arise, and on a monthly basis, the counselor will update the Leadership Team with formative data and prioritization of needs.

Additionally, each six-week grading period, the Office of Accountability provides district and school administrators with campus-level dashboard reports to assist staff in monitoring student performance outcomes throughout the year. The dashboard reports provide attendance rates, core course passing rates, and discipline rates. These reports were developed to monitor leading indicators towards high school graduation. Academy staff will utilize these reports to help them to make strategic decisions to support students and teachers as needed, well before the end of the school year. They will regularly share these reports and other benchmark data with the Leadership Team. Finally, evaluation reports produced for this grant by DRE will be distributed to the District's Board of Trustees, superintendent, central office administrators, campus principals, and Academy staff. The reports also will be posted to the district's website.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 1: Describe the current P-TECH or ICIA (or similar program) school structure. Describe how the school currently meets criteria for open enrollment. In addition, complete the data chart for students who are currently in the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Construction Trades Academy at Crockett Early College High School began five years ago as a partnership between ACC and several industry partners. It is an open enrollment program with recruitment and enrollment processes and requirements that do not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions are not based on state assessment scores, discipline, history, teacher recommendations, minimum GPA or any other criteria that create barriers for student enrollment.

Since its opening, enrollment has grown in large part due to the convenience of the state-of-the-art facility on Crockett's campus, where students take AISD and ACC construction trades courses. The 9,200 square-foot building enables students to take courses and utilize equipment from various construction fields, including carpentry/woodworking, electrical, mechanical (HVAC), plumbing and welding.

The Academy currently serves 74 10th and 11th graders, whose demographics mirror that of the comprehensive school. For example, approximately 65% of the students enrolled in the Construction Trades Academy are low-income, as compared with 62% school-wide. Approximately 1 in 4 Academy students (24%) are limited English proficient, and 19% are identified as Special Education. With grant funds, the Academy will expand to serve 9th-12th grade over the next several years, with a target of 50 students per grade level.

Grade Level	# Students in Program*	Program % At-Risk (Defined by PEIMS)	Program % LEP	Program % ESL	Program % SPED	Program % Eco Dis	Program % First Generation College Goers
9 th	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10 th	65	n/a	16	15	14	40	n/a
11 th	9	n/a	2	2	0	8	n/a
12 th	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*if program does not currently include students from the grade level, write n/a in each column.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 2: Describe one program/course of study that you offer to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academy students will complete the required courses to graduate from high school under the Recommended High School Plan, including four credits of English, math, science and social studies, one credit of physical education and fine arts, two credits in Spanish, half credit in speech, and five and one-half elective credits for a total of 26 credits. Each year, students will participate in AVID courses that will provide additional learning and study skills that ensure students are college-ready. Students will concurrently enroll in both secondary career and technical education courses and ACC courses that provide coherent and rigorous content preparing students for postsecondary education and career success, including the following current course sequence:

1. **Principles of Construction** - Introduces students to concepts, safety, and skills in construction fields. Students complete hands-on projects in a variety of areas, including construction drawings, measurement systems, hand and power tools for construction, and careers in architecture and construction fields (1 credit, 9-12 grade).
2. **Construction Technology I** - Students gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for postsecondary studies in construction management, architecture, or architectural engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, building codes, and framing (2 credits, 10-12 grade).
3. **Construction Technology II** - Students gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for postsecondary study in construction management, architecture, or architectural engineering. Build on the knowledge base from Construction Technology I and introduced to exterior and interior finish out skills (2 credits, 10-12 grade).
4. **Practicum in Construction Technology** - Application of knowledge and skills gained from Construction Technology I and II through internship job (paid or unpaid) outside of school or involvement in local projects the school has approved for this class (2 credits, 12 grade).

Academy graduates will have the opportunity to receive OSHA-10 and OSHA-30 certificates, NCCER Core and NCCER Construction Technologist certifications, and an ACC Carpentry Specialization Certificate or an Associate of Applied Science in Construction Management on or before the sixth anniversary of the date of their first day of high school.

Statutory Requirement 3: Describe how you allow participating students to complete high school and receive the required diplomas, certifications, and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett Construction Trades Academy students take courses in grades 9-12 to ensure they graduate with at least 26 high school credits required for the Recommended High School Plan, AISD's default graduation plan as established by AISD's Board of Trustees. They also earn articulated and dual credits through ACC, culminating in a Carpentry Specialization Certificate Level 1 or an Associate's of Applied Science in Construction Management in up to 6 years. Along the way, students also may earn an Occupational Safety and Health Administration (OSHA) 10 and 30 certifications, which are specifically devised to provide safety directors, foremen and field supervisors the necessary information on OSHA compliance issues. They may also earn National Center for Construction Education and Research (NCCER) Core and Construction Technologist certifications, which are industry-recognized credentials that provide students with national portability of skills. There is currently one AISD and one ACC instructor teaching construction courses at Crockett.

An advisory committee comprised of representatives from various industry partners, including employers, trade associations and training centers provide curricular guidance and opportunities for work-based learning activities, such as job shadowing and workplace visits, particularly in grades 9 and 10. In grades 11 and 12, students participate in practicum courses designed to give students real world application to various construction job opportunities. During these capstone courses, Academy students may choose a specialized field within the Architecture and Construction industry, like plumbing or framing, and be paired with a business partner to participate in an internship on a job site. With grant funds, we hope to deepen and expand these opportunities to include mentorship and a more systemic internship program in partnership with industry leaders.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 4: Describe how you provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the Construction Trades Academy, learning environments are flexible: students engage in project-based learning across various locations – from a college campus to the state-of-the-art shop equipped with specialized equipment, and at many different times – including before and after school. The 9,200 square-foot Construction Trades building includes a shop that is 6,200 square feet, two classrooms (750 square-feet each), covered outdoor work area and loading area, and office space for two instructors. Grant funds will support the purchase of additional equipment, including a forklift, ladders and scaffolding.

In addition to existing academic supports provided students, the Academy will provide Advancement Via Individual Determination (AVID) (grades 9-12) to support students in meeting the demands of the academically rigorous program. Crockett teachers have been trained to use these proven practices that prepare students for success in high school, college and a career, especially students traditionally underrepresented in higher education. ACC also provides student support through registration and academic advising, mid-term advising, early alert system, and other support services to ensure student success.

Statutory Requirement 5: Describe how you provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program is provided at no cost to students. Costs are shared between AISD and ACC, and are explicitly agreed upon in the ECHS MOU between the two entities (attached).

Specifically, AISD reimburses ACC at a flat rate of \$2,000 per section for courses taught by ACC faculty in which ECHS students are registered by cohort. AISD reimburses ACC at a rate of \$100 in-taxing district/\$150 out-of-taxing district per student enrolled in regular college credit course. And AISD pays for the salary and benefits for SACSCOC-Qualified, High School Certified Faculty (SQHSCF) who are AISD employees assigned to teach ECHS courses. And specific to the Construction Trades Academy, AISD covers the cost of textbooks and materials for academy students.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 6: Describe your primary partnership with an institution of higher education (IHE) and address all of the items outlined in the statutory requirements (curriculum alignment, instructional materials, instructional calendar, etc.). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The implementation of the Academy will build upon a long history of partnership between AISD and ACC. For over 10 years, AISD has partnered with ACC to manage the operation and administration of the district's Career and Technical Education (CTE) department. CTE staff are ACC employees who also report to the AISD High Schools Office and Office of Teaching and Learning and work closely with campus leaders throughout the district to implement college and career-ready curricula.

During this time, ACC and AISD have had ongoing articulation agreements and memoranda of understanding to partner on dual credit at numerous campuses, develop six ECHS programs, pilot two Career Launch Academies (what AISD calls our P-TECH programs) with employers including Dell Computers and Seton Family of Hospitals, and provide articulated CTE courses. A signed articulation agreement and MOU specific to the Construction Trades Academy guide ACC and AISD's partnership at Crockett (attached).

Statutory Requirement 7: Describe your current partnership with at least one business partner and address how you fulfill the statutory requirements for students to receive work-based training or education as well as priority in interviewing. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An advisory committee comprised of representatives from various industry partners, including employers, trade associations and training centers was formed at the launch of the Construction Trades Academy. The committee meets quarterly and includes representatives from the following partners: Home Builders Association of Greater Austin, Independent Electrical Contractors, Inc., Marek Brothers, National Association of Women in Construction, Ryan Companies U.S., Inc., Texas Carpenters and Millwrights Training Trust Fund and UA Local 286 Plumbers and Pipefitters.

This group provides curricular guidance and opportunities for work-based learning activities, such as job shadowing and workplace visits, particularly in grades 9 and 10. In grades 11 and 12, students participate in practicum courses designed to give students real world application to various construction job opportunities. During these capstone courses, Academy students may choose a specialized field within the Architecture and Construction industry, like plumbing or framing, and be paired with a business partner to participate in an internship on a job site.

A newly-signed MOU with these partners based upon the requirements of this grant and an infusion of additional resources will help to expand work-based learning opportunities (including mentorship and more systemic internship program), institutionalize industry partnerships and clarify roles and responsibilities. Specifically, representatives from the above partners agreed to: commit to the full implementation of the model; ensure that every student receives mentoring (online and face-to-face), play a key role in curriculum development and skills mapping; provide appropriate workplace experiences to prepare students for the world of work, including a commitment to ensure each student participates in one to three internships. Through these various in-kind contributions as well as potential cash contributions, the consortium agreed to provide at least 20% match of the total grant award.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 8: Describe current workforce needs in the applicant's area and how the applicant works as a collaborative team with the regional workforce development board and the IHE to define the regional needs and provide a structured path to certifications and associate degrees to fill the local workforce needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In collaboration with our local workforce development board, Workforce Solutions – Capital Area Workforce Board, AISD identified high-demand occupations and programs of study that lead to occupations in the Architecture and Construction Industry Cluster. (See Attachment of data from Workforce Solutions – Capital Area Workforce Board.) Workforce Solutions' analysis of workforce data demonstrates the current and projected need for occupations related to the building maintenance program of study, including carpenters, electricians, HVAC installers, electrician assistants, plumbers, pipefitters and steamfitters, and welders, cutters, solderers and brazers.

Known as one of the fastest growing cities in the U.S., with a 3.15% population growth rate in 2015, Austin has been experiencing a building boom to house its new residents and accompanying economic growth. According to JobsEQ, there were nearly 20,000 people in 2017 employed in occupations related to Architecture and Construction in the Austin-Round Rock, Texas MSA. And there are nearly 3,000 workers projected to be needed over the next five years (2018-2022). While all construction-related jobs are projected to grow over the next five years in the Austin area, some have seen dramatic growth in the last year. For example, HVAC, plumbers and plumbers' helpers have experienced greater than 10% job growth between 2016 and 2017.

In collaboration with industry partners, such as Marek Brothers and Ryan Companies, U.S., Inc., AISD identified programs of study that lead to positions in this growing industry. Certifications like OSHA 30 and NCCER are industry-recognized credentials that prepare students to be competitive job applicants. And if they choose to pursue it, an AAS in Construction Management would further position Academy students for success.

Statutory Requirement 9: Describe how the applicant ensures that P-TECH or ICIA (or similar) students are entitled to the benefits of the FSP in proportion to the amount of time spent by the student on high school courses while completing the course of study established by the applicable IHE or Business Partner MOUs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD ensures that Crockett Construction Trades Academy students are entitled to the benefits of the Foundation School Program (FSP) in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the Construction Trades program established by the applicable articulation agreement with ACC.

In the Construction Trades MOU with ACC, ACC agrees to provide a 12-course waiver of dual credit tuition and fees to students participating in the Construction Trades Academy. And according to the Articulation Agreement, students will not be charged tuition or fees for Credits-in-Escrow earned under the Construction Trades Academy.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 1: Please describe how you currently identify needs, create action plans, and engage in a process of continuous improvement for the P-TECH or ICIA (or similar) program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs assessments encompass two major areas: the students at Crockett Construction Trades Academy and current and projected high-demand occupations in Central Texas. See AISD's response to TEA Statutory Requirement 8 for a summary of how we collaborated with our local workforce board to identify high-demand construction occupations targeted with the Crockett Construction Trades Academy. As a member of the Leadership Team, a representative from Workforce Solutions will ensure continuous monitoring of any potential changes in these data.

Each school year the principal of each AISD campus, with the assistance of the Campus Advisory Council (committees of parents, students, businesses and community representatives, teachers, principals, and other campus staff), must develop, review and revise the CIP. The purpose of this plan is to improve student performance on the state's student achievement indicators for all student populations, as well as improve performance on any other performance measures for special needs populations. AISD's High Schools Office works with each high school during the CIP process to provide support and guidance as needed. AISD collects all CIPs and reviews these plans to ensure that they align with district plans and policies.

CIPs are supportive of the objectives of the district's overall Strategic Plan (*Strategic Plan 2015-2020: Reinventing the Urban School Experience Together*), including the Core Belief that all students will graduate college-, career-, and life-ready. The district measures its progress toward those objectives through the Strategic Plan Scorecard, which includes ambitious yet achievable targets for the following items: (1) % of students graduating in four years, (2) number of high school students completing industry licensures/certification, (3) % of high school students submitting college applications, (4) % of students enrolling directly in college, and (5) % of high school students completing Advanced/Dual Credit courses.

Crockett ECHS 2017-2018 identified two focus areas around postsecondary readiness that relate to the enhancement of the Construction Trades Academy on their campus:

1. **Career and Technical Education (CTE):** The campus seeks to increase the number of students completing industry licensures/certifications as well as the percentage of graduates meeting college-ready criteria. While 27% of graduates met the SAT/ACT/TSI criteria in 2016-17, the campus has set a goal of at least 30.65% meeting the criteria in 2017-18. And in 2016-17, 126 industry licensures/certifications were completed by students. The Construction Trades Academy has contributed and will continue to contribute to the campus' success on this performance objective.
2. **Direct-to-College Enrollment:** The campus also seeks to increase the percentage of students enrolling directly in college after graduation, from 61.2% in 2016-17 to at least 70% in 2017-18. There will be an elevated focus on increasing the number of college and financial aid applications submitted for the Class of 2018 to reach this goal.

Working collaboratively with industry partners and ACC, additional goals will include increasing associate degree attainment and college completion rates, reducing remedial college-course taking at ACC, and increasing the number of students entering competitive, entry-level careers in growth industries.

Specific to Academy students, a team led by the principal and ECHS Counselor, collect data and prioritize needs through just-in-time data dashboards on student-level data including attendance, grades, college readiness and other risk factors. On a weekly basis, the instructors and ECHS Counselor respond to individual student needs as they arise, and on a monthly basis, the counselor will update the Leadership Team with formative data and prioritization of needs.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 2: Identify the job titles who currently serve on the leadership team for the P-TECH or ICIA (or P-TECH similar) program. Describe how the current leadership team reviews agreements, monitors progress, and reviews data to problem solve and course correct. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Leadership Team meets quarterly to monitor the progress of the Academy, guide the curriculum, identify opportunities to support it, and troubleshoot challenges as they arise. This group will expand to include additional stakeholders (e.g. Workforce) and become a more formalized entity to guide the Academy and provide work-based learning experiences for all students.

Affiliation	Name	Role	Organization
Industry	Emily Blair (Lubbers)	Chief Executive Officer	Home Builders Association of Greater Austin
	David Johnson	Executive Director	Independent Electrical Contractors, Inc.
	Noe Vela	Safety Director	Marek Brothers
	Terri Fleming		National Association of Women in Construction
	Taryn Ritchie	Preconstruction Engineer	Ryan Companies U.S., Inc
	Paul Jones	Executive Director	Texas Carpenters and Millwrights Training
	Tommy Moore	Training Coordinator	Texas Carpenters and Millwrights Training
	Joe Cooper	Training Director	UA Local 286 Plumbers and Pipefitters
IHE	Pam Powell	Professor	Austin Community College
LEA	Duane Lardon	Teacher	AISD – Crockett High School
	Jeff Thomas	CTE Manager	AISD – CTE Staff
	Tom Cox	CTE Manager	AISD – CTE Staff
	Bill Pucci	Teacher	AISD – Lanier High School
	Gordon King	Executive Director	AISD Department of Construction Management
	Tammy Caesar	Director	AISD CTE Department
	Sissy Camacho	Director	AISD Early College High School and Career Launch
	Craig Shapiro	Associate Superintendent	AISD High Schools Office

TEA Program Requirement 3: Describe your current systems/programs for supporting students both academically and socially/emotionally so that they are successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academy students will benefit from the wrap-around services in place at Crockett to ensure success in rigorous academic and work-based educational experiences, including the state's first school-based mental health center. Begun as a pilot in 2011, AISD has now replicated the model throughout the district and is recognized in Texas and nationally as being at the forefront of recognizing the importance of addressing children's mental health needs to ensure student success.

AISD is committed to educating the "whole child," articulated in one of three core beliefs in the district's strategic plan: we will create vibrant relationships critical for successful students and schools. Over the last seven years, Social and Emotional Learning (SEL) has been implemented throughout the district, from the boardroom to classrooms across 130 campuses, including Crockett ECHS. In AISD, SEL means building competencies in students that will make them successful in college, career and life, including self-awareness, communication and responsible decision-making.

Other structures and systems exist to bolster the district's commitment to academic and social and emotional success. For example, Crockett ECHS (like all AISD campuses) has a Child Study Team that serves as a campus-based problem-solving team that meets regularly to identify, intervene and monitor the progress of students with academic, behavioral, attendance or speech/language needs at Tiers 2 and 3. AISD was recently highlighted in the Council of State Government's *School Discipline Consensus Report* as an exemplar for clearly defining the roles and responsibilities of the CST as a whole and of individual members to help ensure that students' needs are fully identified and addressed appropriately, and that students and their families are engaged in the process. The same report highlighted AISD's web-based electronic CST (eCST) as an exemplary strategy for coordinating data collection efforts, specifically the dashboard's ability to link micro and macro student data and to preserve detailed student-specific intervention information over time.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 4: Describe how you meet each of the participant requirements outlined in the grant specific requirements of this RFA (located on page 16 of the Program Guidelines). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Construction Trades Academy at Crockett High School:

1. Serves 74 students in grades 10 and 11 with plans to expand to grades 9-12;
2. Has been implementing a program similar to P-TECH/ICIA by allowing students to earn an OSHA 10/30 and/or NCCER industry certificate, an ACC Carpentry Specialization Certificate Level 1 and/or an Associate of Applied Science (AAS) degree in Construction Management through ACC;
3. Has built upon long-standing partnerships with ACC to develop an MOU and articulation agreement for the Construction Trades Academy (see attachments);
4. Has established partnerships with industry partners formally through an MOU (attached), including: Home Builders Association of Greater Austin, Independent Electrical Contractors, Inc., Marek Brothers, National Association of Women in Construction, Ryan Companies U.S., Inc., Texas Carpenters and Millwrights Training Trust Fund and UA Local 286 Plumbers and Pipefitters;
5. Has not received an Industry Cluster Innovative Academy Grant.

TEA Program Requirement 5: Describe your current process for Texas Success Initiative (TSI) testing students, how often students are tested, where they test, and how the data is used to benefit students. If you are not currently a TSI testing site, describe how you will become a TSI testing site for the 2019–2020 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All AISD high school campuses, including Crockett Early College High School are Texas Success Initiative (TSI) testing sites. The TSI exam is offered at least once per month on Crockett's campus.

Data from students' performance on the TSI is used to inform tailored interventions, ranging from online programs, individualized or group tutoring provided by Crockett counselors and teachers, as well as partner entities, including Austin Partners in Education (APIE) and ACC tutoring support.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID:		Amendment number (for amendments only):		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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